**Aberystwyth University**

**Equality Impact Assessment Guidance**

**on completion of EqIA form**

**To be used with the EqIA form v2.2**

(this is not a full equality impact audit, but an initial assessment of the potential impacts resulting from a proposed introduction or change in policy, procedure or practice)

**March 2017**

**Equality Impact Assessment (EqIA) Guidance notes**

The following guidance has been developed to be used in conjunction with the EqIA form (10/03/2017 v2.2).

Undertaking an EqIA will provide an opportunity to consider how decisions, policies etc. impact on people with protected characteristics. This will also provide the University with an audit trail, enabling the University to demonstrate that its decisions are considered and fair.

The EqIA should be started at the beginning of a change in or drafting of a new policy, procedure or practice, so that it can be used during the decision-making process. It should not be done as a reflection, after the decision making process.

The EqIA will enable individuals to address there fundamental questions:

1. *Is there any direct discrimination*? A person (A) discriminates against another (B) if, because of a protected characteristic, A treats B less favourably than A treats or would treat others.
2. *Is there any potential for indirect discrimination*? A person (A) discriminates against another (B) if A applies to B a provision, criterion or practice which is discriminatory in relation to a relevant protected characteristic of B's.
3. *What are the potential adverse impacts on those with protected characteristics and how might they be addressed*?

For help and advice on undertaking an EqIA please contact:

**Debra Croft, Director of Equality, Aberystwyth University, equstaff@aber.ac.uk.**

**How to complete an EqIA?**

The starting point for an EqIA is gathering information and data on the groups or individuals who may be affected by the proposals. The information you gather should be analysed. Some of the basic things you should consider are:

* Number of staff affected
* Number of students / service users affected
* Equality data of employees and students affected
* Using the data and any other information / evidence to benchmark and test for proportionality or adverse impacts
* Information on external stakeholders and implications for equality.

As a starting point it may also be useful to consider:

* Potential impact for those with specific circumstances or specific support, access or other requirements
* Opportunities for promoting ‘positive action’ and promoting good relations (e.g. if data shows underrepresentation or lack of engagement from some groups).

It is important that you consider the likely or actual impact by age, disability, gender reassignment, pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation. Full time and part time employment should also be considered and, as part of the public sector equality duty, Aberystwyth University is also required to assess the impact of the way in which it works in relation to the Welsh Language. The impact on the use of the Welsh Language is therefore also considered during this process / stage.

**Useful Sources of data for Equality Impact Assessments (EqIAs)**

When carrying out an Equality Impact Assessment it is important to consider the data available to you. Sector wide data – such as HESA returns, Gender Pay Reviews, and other relevant data provided by ECU and EHRC in Wales. There is a specific person within HR who works with staff data.

The AU Strategic Equality Plan, Action Plan and annual progress reports and monitoring reports for staff and student data. These reports give information and data on staff and students, mainly at University level but with some information at Institute level.

HESA data for students, including data from the Planning Office and from BIS.

**Key prompts for questions on the EqIA Template**

To help you answer questions on the template there is a list of key prompts for each question. This is not an exhaustive list and you may not need to consider every prompt, but this is a starting point to help you think about and capture the relevant information.

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| **A.** Policy/ Procedure / Practice (name or brief description): **Name the policy or the change in procedure / practise**  |
| **B.** Reason for Equality Impact Asessment (delete as applicable): **Policy/Procedure/ Practice development/review*** **Is this a new policy / procedure /practice? If not, has the EqIA been carried out previously? What actions were taken previously?**

**Projects/Initiatives/Decisions*** **Outline the business case i.e. why it is being done, policy drivers, strategic priorities, financial reasons etc.**
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| **C.** Person responsible for the policy area, procedure or practice:Name: Job title:Department: |
| **D.** Protected GroupsTo which equality groups is the policy/procedure / practice relevant and why? (delete any that are not relevant):* age
* disability
* race (including ethnicity and nationality)
* religion or belief
* sex (legal ID
* sexual orientation
* gender reassignment
* pregnancy and maternity
* marriage or civil partnership
* Welsh Language - (level of fluency)
* part / full time hours
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| **E.** Evidence used / considered**It is important that you consider information available that will inform you of the potential impact of the proposals on those with protected characteristics. Lack of data is not sufficient reason to conclude that there is no impact.*** What up-to-date information/data have you used? (see useful sources of data above)
* Identify and include numbers of staff and students affected, broken down by protected characteristics and other relevant information e.g. part time working, mode of attendance,
* What research or other data is available locally or nationally that could inform the assessment of impact on different equality groups.
* If there are any gaps in the evidence how can we address these? e.g. if impact on services is not known, what can we do to address this?
* Is there any information available (locally/nationally) about how similar policies/procedures/practices have impacted on different equality groups (including any positive impact)?

NB **For restructure & reorganisation** – there is a separate form on the HR website for full Departmental restructuring and reorganisation which might be more appropriate for a full impact audit.  |
| **F.** Equality Impact Assessment Outcome and Mitigations**Policy/Procedure / Practices**: * What is the impact or likely impact overall and on specific groups? (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief (including lack of belief), sex, sexual orientation and Welsh language). The table in the template can be used to structure your response.
* Identify the impact in terms of staff and services to students or others / visitors.
* Identify any adverse impacts and discrimination (direct and indirect).
* Can the adverse impact be explained (is it justifiable or legitimate?)
* If impact is not immediately clear because the outcomes will not be obvious, state when and what you will do to identify these (e.g. a detailed EqIA Action Plan).

**When considering the impact on students/ service users / visitors** :* Could there be a specific impact for any of the protected characteristic groups if the policy/project/decision etc. is implemented?
* Is the language/terminology used inclusive of all groups?
* Will courses or services be provided in a different way e.g. different time of day or different venue? How could this impact on different groups? Remember that a change in provision could make some services more accessible to some and this should also be recorded.

**When considering impact on staff:*** Could there be a specific impact for any of the protected characteristic groups as a result of implementation?
* Is the language/terminology used in the policy/ procedure etc. inclusive of all groups?
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| **G.** Sign-off and date **Signature of the person named in section C and the date finalised**Outcome **Summary of the outcome of undertaking the EqIA**Which Committee / Group / Senior Manager need(s) to be informed or further approval sought (as appropriate)? **This will vary with the level of change, policy, procedure or practice being assessed**. How will result be communicated and to which groups? **This may be full publication alongside the policy (e.g. on website), in policy repository and communicated to relevant groups only, or other (dependent on policy / procedure / practice being considered).** |
| **I.** Action and Monitoring * What are the plans to monitor the actual and/or final impact? (The EqIA will help anticipate likely effect but final impact may only be known after implementation).
* What are the proposals for reviewing and reporting actual impact? This can apply to staff as well as impact on services.
* When will the policy/practice next be reviewed?
* Any actions you have identified must be put into an action plan which is SMART and must be acted upon. As a minimum, it should include actions, outcomes, responsible officer and timescale.
* Any Eq Action Plan should include:
	+ Monitoring arrangements for actual impact on different groups (e.g. staff, students, other service users, stakeholders etc)
	+ Any further consultation or additional evidence to be collected,
	+ Actions identified to reduce or mitigate adverse impacts,

 Any additional actions identified or required |